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SOP3004

COURSE SYLLABUS



COURSE DESCRIPTION

Social psychology is the scientific study of the ways in which people's thoughts, feelings, and behaviors are influenced by the actual, imagined, or implied presence of others.



COURSE OBJECTIVES

By the end of this course, you will be able to:

1. Distinguish social psychology from other related disciplines.
2. Explain the philosophy and methods of science utilized by social psychologists.
3. Understand what is meant by the many technical and standard terms used in the field and be able to use them with precision.
4. See the world through the eyes of a social scientist.



CONTACT INFORMATION

Instructor

Dr. Lindsey Rodriguez (she/her)

Phone Number

(352) 294-2209

Email

lmrodriguez@ufl.edu

Office Hours

By appointment via Zoom

Graduate TAs

Abhay Alaukik: a.alaukik@ufl.edu (<mailto:a.alaukik@ufl.edu>) & Lyra Toohey:
lyra.toohey@ufl.edu (<mailto:lyra.toohey@ufl.edu>)



COURSE REQUIREMENTS

COURSE TEXTBOOK AND WEBSITE

Everything you need for this course—other than the textbook—is housed in the Canvas Learning Management System. The text for this course is an open-source textbook from the NOBA project:

Biswas-Diener, R. (2023). An introduction to the science of social psychology. In R. Biswas-Diener & E. Diener (Eds), *Noba textbook series: Psychology*. Champaign, IL: DEF publishers.

You can access the textbook for free [here](http://noba.to/s64y5c2m)  (<http://noba.to/s64y5c2m>).

A PDF version of the full textbook can be found [here](https://ufl.instructure.com/courses/533533/files/97855053?wrap=1) (<https://ufl.instructure.com/courses/533533/files/97855053?wrap=1>) (though please take care to make sure the chapters correspond to the assigned readings; this version of the textbook has more chapters than are actually assigned).

PREREQUISITES

The only prerequisite for this course is PSY2012.

MINIMUM TECHNOLOGY REQUIREMENTS

The University of Florida expects students entering an online program to acquire computer hardware and software appropriate to their degree program. Most computers are capable of meeting the following general requirements. A student's computer configuration should include:

- Webcam
- Microphone
- Broadband connection to the internet and related equipment (cable/DSL modem)
- Microsoft Office Suite installed (provided by the university)

Individual colleges may have additional requirements or recommendations, which students should review before starting their program.

MINIMUM TECHNICAL SKILLS


To complete your tasks in this course, you will need a basic understanding of operating a computer and using word processing software.

MATERIALS/SUPPLY FEES

There is no supply fee for this course.

ZOOM

Zoom is an easy-to-use video conferencing service available to all UF students, faculty, and staff that allows for meetings of up to 100 participants.

You can find resources and help using Zoom at the [University of Florida's Zoom](https://ufl.zoom.us/)  (<https://ufl.zoom.us/>) website.



COURSE ASSIGNMENTS

WRITING PROMPTS - APPLICATION TO YOUR LIFE

Each week, beginning in Week 2, you will be asked to write a short response to a question about the content of the module. These questions are intended to get you to incorporate the material you're learning about in class into your own life. If you feel that the question is too personal, or if you do not have an experience from your own life to use as an example, you may use an example from media (e.g., television, movies, books) or an example that happened to a friend. These are not essay-length assignments. Usually, a single paragraph consisting of 5-6 sentences is enough to adequately answer the question (for point of reference, this paragraph you're reading right now is 6 sentences long). These are due by the end of the module week (11:59 pm on Sundays). Each of these responses is worth 3 points toward your final grade, for a total of 39 points. An example of a "Superior" writing prompt response is available in the course questions discussion forum; the grading rubric is below.

3 = Superior	Demonstrates a full and complete understanding of the concepts. Evidence of extended critical analysis, including examples from "real life". Thoughtful, concise, and error-free.
2 = Adequate	Demonstrates reasonable understanding of the concepts. Clear evidence of critical analysis, but relatively underdeveloped. Runs on too repetitively in one direction or is too scattered.
1 = Needs Improvement	Demonstrates only partial understanding of the concepts. Little evidence of critical analysis. No examples or examples are only partially relevant. Poor writing.
0 = Unacceptable	No response is provided or response shows clear lack of understanding and/or is unrelated to the prompt.

DISCUSSION FORUM POSTS

Because this course does not meet in person, the discussion forum provides us with a way to have a conversation about the week's coursework. Each week you will be asked to post to your discussion group about that week's topic. Your initial post must be completed by 11:59pm on Friday in order to give your classmates time to respond. In addition, you will need to respond to two posts by classmates each week. Your responses to your classmates must be posted by 11:59pm on the Sunday night ending the week. Your initial weekly post is worth 1 point and each of your two responses is worth 1 point (3 points total each week; 39 points total).

Introductory Post and Response

During Week 1 (partial week), you should write an Introductory Post. This post is so that you can get to know some of the other people in your class. This should be a couple of sentences long; you

should say something about who you are, why you're taking this course, and your interests outside of class. If you prefer, you may upload a video introducing yourself. You should also respond to at least two of your classmates' posts. This assignment is worth 2 points (for your introduction [1] and the two responses [1]).

Weekly Forum Post and Responses

Your post each week should be directly related to the course material for the module specified in the course schedule. Beyond that, the content of your post is up to you. I know from experience that students are often confused when there is no explicit prompt. However, this is on purpose. In the rest of the course, I am directing the show. In this part of the course, the conversation is for you to lead. The idea is to write initial posts (i.e., the one that is due on Friday) that may get a discussion started. You could, for example, expand on a concept introduced in the lecture using examples from your own life. Have you noticed examples of the week's topic taking place at your job? Or, you could state whether you agree or disagree with something from the book. While your post should indicate that you've thought about the content of the module, it does not need to be overly long; 3-4 sentences is usually enough for your initial post. Your discussion forum post may not be redundant with your real-world application response (see below); if it is, you will not receive credit for either.

You will also need to respond to two of your classmates' posts. Your responses should also be one or two short paragraphs in length. The idea is to continue the discussion by engaging with the initial posts and/or your classmates' responses. You can expand on a point that has been made or explain why you disagree. Please be very careful to always be civil in disagreement as many of the topics we cover in this course can be contentious and/or emotional. At times you will disagree with each other - that is healthy; disrespect for each other is not. In addition to the content of your posts, your ability to appropriately engage in discussion will be reflected in your grade. You will get one point for your initial post and one point for each of your two responses. Posts are graded on whether we feel you interacted meaningfully with the module's material. Additionally, responses to your classmates' posts consisting of things like, "Me too" or "I agree" are not considered enough to gain a point. You must show evidence of having thought about their post.

END-OF-MODULE QUIZ

There will be a graded quiz at the end of each module. These quizzes will be a combination of multiple choice, matching, and true/false questions that come from the course material (i.e., textbook, lectures, and supporting media). The quizzes are timed and you must allot yourself enough time to complete the quiz before it closes. If you are still taking it at 11:59pm, it will close on you automatically and submit your quiz as is. Once you begin the quiz, you will have 25 minutes to complete it. Each of these quizzes will be worth 20 points (for a total of 260 points). You can

view the correct answers to the quiz starting 24 hours after the module closes and the correct answers will be available for one week.

PSYCHOLOGY RESEARCH PARTICIPATION

One of the goals of the UF Department of Psychology is to familiarize you with the research process in psychology. To meet this goal, we have designed two options that all students in 3000-level psychology courses must complete. The following is a brief overview of the two options.

Please review [this document \(https://ufl.instructure.com/courses/533533/files/95242887?wrap=1\)](https://ufl.instructure.com/courses/533533/files/95242887?wrap=1) for full details.

Option 1: Participate in Research Experiments

- Taking part in the Department of Psychology Participant Pool allows students to directly experience ongoing psychological research. For this option, you will complete 15 credits (7.5 hours) of participation in psychological research studies.
- When you complete the research experience, you will receive 20 points that are added into your final grade. If you do NOT complete the full number of credits by the deadline, you will receive points at a rate of 1.25 point per credit completed.
- You must be at least 18 years old to complete Option 1. If you are not 18 years old, you must complete Option 2. Students who will turn 18 during the semester may choose to complete Option 1 after their birthday but are strongly encouraged to complete Option 2 to ensure they complete the research requirement.

Option 2: Critical Analysis Papers

- Participating in research is a valuable component of understanding the science of psychology. However, students who prefer not to participate in research or do not meet the requirements for selecting Option 1 can select Option 2 as an alternative.
- For this option, you must read 3 scientific research articles from the approved list of articles provided to you by your professor and write a critical analysis paper on each (3 paper total). Each paper is worth 6.33 points toward your final grade.

Research Participation Grading

The research participation portion of the course is worth 20 points toward your final grade (Option 1 = 1.25 points for each hour of participation; Option 2 = 6.33 points for each critical analysis paper).



COURSE SCHEDULE

Each module lasts for one calendar week. Each week begins on Monday and ends on Sunday. (More specifically, the week begins at 12:00am separating Sundays and Mondays.) All times are Eastern. You will complete one module during most weeks of the semester; there will be an introductory/orientation module during the first (partial) week of class and no module during the weeks of Thanksgiving and the last (partial) week of class.


- **Monday 12:00am:** Module opens
- **Before Friday 11:59pm:** Submit initial post to discussion forum
- **Before 11:59pm on Sunday:** Two responses to discussion forum posts of your classmates, writing prompt, and end-of-module quiz

Week	Dates	Module	Topic
1	August 21 – August 24	Orientation	Course Structure and Policies
2	August 25 – August 31	Module 1	Introducing Social Psychology
3	September 1 - September 7	Module 2	Social Psychology Methods
4	September 8 – September 14	Module 3	Social Cognition
5	September 15 – September 21	Module 4	Social Perception
6	September 22 – September 28	Module 5	The Self
7	September 29 – October 5	Module 6	Emotions

Week	Dates	Module	Topic
8	October 6 – October 12	Module 7	Conformity and Obedience
9	October 13 – October 19	Module 8	Prejudice and Stereotyping
10	October 20 – October 26	Module 9	Attraction, Love, and Friendship
11	October 27 – November 2	Module 10	Aggression and Violence
12	November 3 – November 9	Module 11	Happiness
13	November 10 – November 16	Module 12	Prosocial Behavior
14	November 17 – November 23	Module 13	Replicability and Reproducibility in Social Psychology Research
15	November 24 – November 29	No class	Happy Thanksgiving
16	November 30 – December 3	Catch up	If needed



COURSE POLICIES

Requirements for make-up exams, assignments, and other work in this course are consistent with university policies that can be found on [UF's Attendance Policies](http://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/)  (<http://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>) website.

As this is an online class, you are responsible for observing all posted due dates and are encouraged to be self-directed and take responsibility for your learning.

DISPUTING A GRADE

You will have one week (including weekends) after a grade has been posted to dispute your grade. Grade disputes will not be considered after that date. If you want to dispute a grade you will need to write a paragraph explaining the dispute clearly (i.e., what item or question are you referring to, in what module) and a paragraph explaining why you believe your answer is correct. Then send a private email with this information to your TA.

Please note that the TAs will consider your case, but they are not required to change your grade simply because you believe you are right. You may always email Dr. Rodriguez if you cannot resolve the issue with your TA; however, it is rare, if ever, that she will overturn a TA's decision. Also, I take this one-week dispute deadline very seriously; please do not contact me during the last week of the semester to dispute earlier grades in an attempt to raise your final score. Finally, the grade cutoffs are real and non-negotiable. I do not round grades or offer extra credit; please do not ask.

LATE ASSIGNMENTS AND MAKE UP WORK

Please note that late coursework is not accepted unless you have an emergency that leaves you unable to participate in the course for at least four days. Note: This is a good reason to do your work early rather than waiting until the last minute to complete your assignments. Making up late assignments will only be granted for university-approved reasons and must include proper documentation as per university guidelines (<http://bit.ly/1SKNa3L> → <http://bit.ly/1SKNa3L>). Because you may do your work at any point during a given week, the documentation must state clearly that you were unable to participate for at least five days.

I urge you to go somewhere with a reliable internet connection to do your work. Quizzes cannot be restarted once you have seen the test items. Note that "Internet trouble" or "Canvas isn't working" are not acceptable excuses for late work. You have at least five days between when the module opens and when assignments are due. Canvas is rarely, if ever, down for more than 15-20 minutes at a time. Please plan accordingly.



GRADING POLICY

I will make every effort to have each assignment graded and posted within one week of the due date.

COURSE GRADING POLICY

Assignment	Points
Introduce Yourself post	2
13 End-of-Module Quizzes	260
13 Writing Prompts	39
39 Discussion Posts (3 per week)	39
Research Participation	20

GRADING SCALE

Your final grade will be calculated based on your assignment grades. Your final course grade will reflect how many total points (out of 360) you accumulate.

Percent	Grade	Grade Points
336 or higher	A	4.00
327 - 335	A-	3.67
318 - 326	B+	3.33
306 - 317	B	3.00
297 - 305	B-	2.67
288 - 296	C+	2.33
276 - 287	C	2.00
267 - 275	C-	1.67
258 - 266	D+	1.33
246 - 257	D	1.00
237 - 245	D-	0.67

Percent	Grade	Grade Points
236 or lower	E	0.00

See the [current UF grading policies](#) 

(<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>) for more information.



UF POLICIES

THIS COURSE COMPLIES WITH ALL UF ACADEMIC POLICIES

For information on these policies and for resources available to students, please see [this link](#)  (<https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/>).

ONLINE ETIQUETTE AND COMMUNICATION COURTESY

It is important to recognize that the online classroom is, in fact, a classroom, and certain behaviors are expected when you communicate with both your peers and your instructors. These guidelines for online behavior and interaction are known as netiquette.

Security

General Guidelines

Email

Discussion Boards

Zoom

Remember that your password is the only thing protecting you from pranks or more serious harm.

- Don't share your password with anyone.
- Change your password if you think someone else might know it.
- Always log out when you are finished using the system.

When communicating online:

- Treat the instructor with respect, even via email or in any other online communication.
- Always use your professors' proper title: Dr. or Prof., or if you are unsure use Mr. or Ms.
- Unless specifically invited, don't refer to a professor by their first name.
- Use clear and concise language.
- Remember that all college-level communication should have correct spelling and grammar.
- Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you."
- Use standard fonts such as Times New Roman and use a size 12 or 14 point font.
- Avoid using the caps lock feature AS IT CAN BE INTERPRETED AS YELLING.
- Limit and possibly avoid the use of emoticons like :) .
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or be construed as being offensive.
- Be careful with personal information (both yours and others).
- Do not send confidential information via email.

When you send an email to your instructor, teaching assistant, or classmates:

- Use a descriptive subject line.
- Be brief.
- Avoid attachments unless you are sure your recipients can open them.
- Avoid HTML in favor of plain text.
- Sign your message with your name and return email address.
- Think before you send the email to more than one person. Does everyone really need to see your message?
- Be sure you REALLY want everyone to receive your response when you click, "Reply All."
- Be sure that the message author intended for the information to be passed along before you click the "Forward" button.

When posting on the discussion board in your online class:

- Check to see if anyone already asked your question and received a reply before posting to the discussion board.
- Remember your manners and say please and thank you when asking something of your classmates or instructor.
- Be open-minded.
- If you ask a question and many people respond, summarize all posts for the benefit of the class.
- When posting:

- Make posts that are on-topic and within the scope of the course material.
- Be sure to read all messages in a thread before replying.
- Be as brief as possible while still making a thorough comment.
- Don't repeat someone else's post without adding something of your own to it.
- Take your posts seriously. Review and edit your posts before sending.
- Avoid short, generic replies such as, "I agree." You should include why you agree or add to the previous point.
- If you refer to something that was said in an earlier post, quote a few key lines so readers do not have to go back and figure out which post you are referring to.
- Always give proper credit when referencing or quoting another source.
- If you reply to a classmate's question make sure your answer is correct, don't guess.
- Always be respectful of others' opinions even when they differ from your own.
- When you disagree with someone, you should express your differing opinion in a respectful, non-critical way.
- Do not make personal or insulting remarks.
- Do not write anything sarcastic or angry, it always backfires.
- Do not type in ALL CAPS, if you do IT WILL LOOK LIKE YOU ARE YELLING.

When attending a Zoom class or meeting:

- Do not share your Zoom classroom link or password with others.
- Even though you may be alone at home, your professor and classmates can see you! While attending class in your pajamas is tempting, remember that wearing clothing is not optional. Dress appropriately.
- Your professor and classmates can also see what is behind you, so be aware of your surroundings.
- Make sure the background is not distracting or something you would not want your classmates to see.
 - When in doubt use a virtual background. If you choose to use one, you should test the background out first to make sure your device can support it.
 - Your background can express your personality, but be sure to avoid using backgrounds that may contain offensive images and language.
- Mute is your friend, especially when you are in a location that can be noisy. Don't leave your microphone open if you don't have to.
- If you want to speak, you can raise your hand (click the "raise hand" button at the center bottom of your screen) and wait to be called upon.



GETTING HELP

TECHNICAL DIFFICULTIES

For help with technical issues or difficulties with Canvas, please contact the UF Computing Help Desk at:

- <http://helpdesk.ufl.edu> ➞ [_ \(http://helpdesk.ufl.edu\)](http://helpdesk.ufl.edu)
- 352-392-HELP (4357)
- Walk-in: HUB 132



Any requests for make-ups (assignments, exams, etc.) due to technical issues should be accompanied by the ticket number received from the UF Computing Help Desk when the problem was reported to them. The ticket number will document the time and date of the problem. You should email your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

HEALTH AND WELLNESS

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.





Here are some of those resources:

- **U Matter, We Care:** If you or someone you know is in distress, please email umatter@ufl.edu, call 352-392-1575, or visit [U Matter We Care](http://umatter.ufl.edu/) ➞ [_ \(http://umatter.ufl.edu/\)](http://umatter.ufl.edu/) to refer or report a concern, and a team member will reach out to the student in distress.
- **Counseling and Wellness Center:** Visit the [UF Counseling & Wellness Center](http://counseling.ufl.edu/) ➞ [_ \(http://counseling.ufl.edu/\)](http://counseling.ufl.edu/) website or call 352-392-1575 for information on crisis services and non-crisis services.
- **Student Health Care Center:** Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the [UF Student Health Care Center](http://shcc.ufl.edu/) ➞ [_ \(http://shcc.ufl.edu/\)](http://shcc.ufl.edu/) website.
- **University Police Department:** Visit the [UF Police Department](http://police.ufl.edu/) ➞ [_ \(http://police.ufl.edu/\)](http://police.ufl.edu/) website or call 352-392-1111 (or 9-1-1 for emergencies).

- **UF Health Shands Emergency Room/Trauma Center:** For immediate medical care in Gainesville, call 352-733-0111, or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the [UF Health Shands Emergency Room/Trauma Center](http://ufhealth.org/emergency-room-trauma-center)  (<http://ufhealth.org/emergency-room-trauma-center>) website.
- **Crisis Intervention:** Crisis intervention is always available 24/7 from the Alachua County Crisis Center: (352) 264-6789. Visit the website [here](http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx)  (<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>). Please do not wait until you reach a crisis to ask for help! UF's counselors have helped many students through all kinds of situations. You are not alone; please do not be afraid to ask for assistance.







ACADEMIC AND STUDENT SUPPORT

- **Career Connections Center:** For career assistance and counseling services, visit the [UF Career Connections Center](http://career.ufl.edu/)  (<http://career.ufl.edu/>) website or call 352-392-1601.
- **Library Support:** For various ways to receive assistance concerning using the libraries or finding resources, visit the [UF George A. Smathers Libraries Ask-A-Librarian](https://uflib.ufl.edu/find/ask/)  (<https://uflib.ufl.edu/find/ask/>) website.
- **Teaching Center:** For general study skills and tutoring, visit the [UF Teaching Center](http://teachingcenter.ufl.edu/)  (<http://teachingcenter.ufl.edu/>) website or call 352-392-2010.
- **Writing Studio:** For help with brainstorming, formatting, and writing papers, visit the [University Writing Program Writing Studio](http://writing.ufl.edu/writing-studio/)  (<http://writing.ufl.edu/writing-studio/>) website or call 352-846-1138.



COURSE EVALUATIONS

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available on the GatorEvals [Providing Constructive Feedback](https://gatorevals.ua.ufl.edu/students/)  (<https://gatorevals.ua.ufl.edu/students/>) FAQ page. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via the [GatorEvals](https://ufl.bluera.com/ufl/)  (<https://ufl.bluera.com/ufl/>) website. Summaries of course evaluation results are available to students at the [GatorEvals Public Results](https://gatorevals.ua.ufl.edu/public-results/)  (<https://gatorevals.ua.ufl.edu/public-results/>) page.

More information about UF's course evaluation system can be found at the [GatorEvals Faculty Evaluations](https://gatorevals.aa.ufl.edu/)  [\(https://gatorevals.aa.ufl.edu/\)](https://gatorevals.aa.ufl.edu/) website.



TIPS FOR SUCCESS




Taking a course online can be a lot of fun! Here are some tips that will help you get the most of this course while taking full advantage of the online format:








- Schedule "class times" for yourself. It is important to do the coursework on time each week. You will receive a reduction in points for work that is turned in late!
- Read ALL of the material contained on this site. There is a lot of helpful information that can save you time and help you meet the objectives of the course.
- Print out the Course Summary located in the Course Syllabus and check things off as you go.
- Take full advantage of the online discussion boards. Ask for help or clarification of the material if you need it.
- Do not wait to ask questions! Waiting to ask a question might cause you to miss a due date.
- Do your work well before the due dates. Sometimes things happen. If your computer goes down when you are trying to submit an assignment, you'll need time to troubleshoot the problem.
- To be extra safe, back up your work to an external hard drive, thumb drive, or through a cloud service.



PRIVACY AND ACCESSIBILITY POLICIES

For information about the privacy policies of the tools used in this course, see the links below:

- Adobe
 - [Adobe Privacy Policy](https://www.adobe.com/privacy/policy.html)  [\(https://www.adobe.com/privacy/policy.html\)](https://www.adobe.com/privacy/policy.html)
 - [Adobe Accessibility](https://www.adobe.com/accessibility.html)  [\(https://www.adobe.com/accessibility.html\)](https://www.adobe.com/accessibility.html)
- Instructure (Canvas)
 - [Instructure Privacy Policy](https://www.instructure.com/policies/privacy) [\(https://www.instructure.com/policies/privacy\)](https://www.instructure.com/policies/privacy)
 - [Instructure Accessibility](https://www.instructure.com/canvas/accessibility) [\(https://www.instructure.com/canvas/accessibility\)](https://www.instructure.com/canvas/accessibility)
- Microsoft
 - [Microsoft Privacy Policy](https://privacy.microsoft.com/en-us/privacystatement)  [\(https://privacy.microsoft.com/en-us/privacystatement\)](https://privacy.microsoft.com/en-us/privacystatement)

- [Microsoft Accessibility](https://www.microsoft.com/en-us/accessibility/office?activetab=pivot_1%3aprimar2)  (https://www.microsoft.com/en-us/accessibility/office?activetab=pivot_1%3aprimar2)
 - Vimeo
 - [Vimeo Privacy Policy](https://vimeo.com/privacy)  (https://vimeo.com/privacy)
 - [Vimeo Accessibility](https://vimeo.com/blog/post/accessibility-updates-to-the-vimeo-player/)  (https://vimeo.com/blog/post/accessibility-updates-to-the-vimeo-player/)
 - YouTube (Google)
 - [YouTube \(Google\) Privacy Policy](https://policies.google.com/privacy)  (https://policies.google.com/privacy)
 - [YouTube \(Google\) Accessibility](https://support.google.com/youtube/answer/189278?hl=en)  (https://support.google.com/youtube/answer/189278?hl=en)
 - Zoom
 - [Zoom Privacy Policy](https://zoom.us/privacy)  (https://zoom.us/privacy)
 - [Zoom Accessibility](https://zoom.us/accessibility)  (https://zoom.us/accessibility)
-